Reading target card

Year 1

Beginning

AF1 Use a range of strategies, including accurate decoding of text, to read for meaning	I can use my knowledge of letters and sound symbol relationships in order to read words and to establish meaning when reading aloud. In these activities I sometimes require support. I can blend phonemes in order to decode CVC words, including words with common spelling patterns for long vowel phonemes. I can read, on sight, some common words
AF2 Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	I can identify the main events or key points in a text. I can answer simple literal retrieval questions about a text.
AF3 Deduce, infer or interpret information, events or ideas from texts	In response to supportive questioning, I am beginning to talk about events and ideas in stories. With prompting, I can attempt simple predictions about characters.
AF4 Identify and comment on the structure and organisation of texts, including grammatical and literary features at text level	I am beginning to talk about the differences between fiction and non-fiction.
AF5 Explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level	
AF6 Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader	I can express my response to poems, stories and non-fiction by identifying aspects I like.
AF7 Relate texts to their social, cultural and historical contexts and literary traditions	

Reading target card

Year 1

Developing

AF1 *Use a range of strategies, including accurate decoding of text, to read for meaning*	I can blend and segment adjacent consonants and use these skills to attempt to read unfamiliar words. I know one grapheme for each of the 44 phonemes. I can read simple familiar texts aloud with fluency and expression appropriate to the grammar *(e.g. pausing at full stops and raising voice at questions).* I can read on sight a range of high frequency and other familiar words
AF2 *Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text*	I can identify and talk about the main events and characters in a text. I can show a developing awareness of character and dialogue through role-play. I can locate relevant parts of a text in response to simple questions.
AF3 *Deduce, infer or interpret information, events or ideas from texts*	I can express my opinions about main events and characters in stories. I can relate incidents from stories to my own experience. I can make predictions based on the title, cover, blurb, etc.
AF4 *Identify and comment on the structure and organisation of texts, including grammatical and literary features at text level*	I understand the difference between fiction and non-fiction. I can recognise ways to create emphasis in text *(e.g. capitalisation, bold print).*
AF5 *Explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level*	I can recognise some familiar patterns of language (*e.g. once upon a time; first, next, last).*
AF6 *Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader*	I can respond to simple questions about my likes and dislikes about texts.
AF7 *Relate texts to their social, cultural and historical contexts and literary traditions*	

Reading target card

Year 1

Mastering

AF1 *Use a range of strategies, including accurate decoding of text, to read for meaning*	I can use my knowledge of vowel digraphs and trigraphs when attempting unfamiliar words. I am beginning to notice when reading does not make sense and I will attempt to self-correct. I can read on sight the full range of high frequency words
AF2 *Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text*	I can comment on obvious features of characters or setting. I can re-tell stories, including most of the main events and characters, but parts may be over-long or over-short. I can locate specific information in the text in response to simple questions.
AF3 *Deduce, infer or interpret information, events or ideas from texts*	I can use an understanding of incidents, characters and settings to make predictions. I can compare stories, identifying common themes and characters. I can use an understanding of the structure of recounts, reports and instructions to make predictions.
AF4 *Identify and comment on the structure and organisation of texts, including grammatical and literary features at text level*	I can recognise the main structural features of non-fiction texts (e.g. contents, index, headings). I understand how simple diagrams and charts add information.
AF5 *Explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level*	I am beginning to notice effective language choices (*e.g. slimy, spooky*).
AF6 *Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader*	I can make choices from a selection of texts and begin to give reasons for my choices.
AF7 *Relate texts to their social, cultural and historical contexts and literary traditions*	